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ABSTRACT

This resource file contains information for Utah primary school teachers to help their students meet the state's instructional objectives in the social studies. At the primary student level the emphasis is on home, school, and neighborhood. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing the ways people look alike and ways they appear different (psychology) and identifying at least one reason why people work (economics). (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

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LEVEL O

HOME, SCHOOL, NEIGHBORHOOD

Utah State Office of Education

SO 022 522

BEST COPY AVAILABLE

The students will discuss ways that people look alike and ways they appear different. (204)(V)

Title: Elementary- Social Studies
Likenesses: Differences Game

Topic: Psychology

Time segment: One Time Segment

300-101 (204)(V)
D

Instructional objectives:

To assist students awareness of ways people look alike and different.

Materials:

Area large enough to facilitate game.

Evaluation:

The student is able to respond on how students look alike and different.

Adaptations:

More than one time segment might be necessary to complete the activity.

Procedure:

1. The teacher divides the class in half. One group makes a small circle by hands. The second group of students make a circle around the first group. Each student in the outside circle stands behind a student in the inside circle.

2. The inside circle of students turn around to face the students standing behind them in the outside circle.
3. The teacher instructs the inside circle of students to observe the student they are facing, and verbalize five ways in which they are alike.
4. The outside student analyzes the student they are facing, and verbalizes five differences.
5. The inside circle of students is instructed to move clockwise until instructed to stop. (They should pass at least four students before stopping.
6. The outside circle of students are now facing a new partner.
7. The outside partner in the student pairs states five similarities and the outside partner then states five differences.
8. The activity continues in this manner for the duration of the students' interest and endurance.

Skills: Elementary - Social Studies

300-828
300-852
300-875

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how every individual has dignity and worth and is special in some way. (202)(V)

Title: Elementary - Social Studies
Introducing Classmates

Topic: Psychology

Time segment: One Time Segment

300-102 (202)(V)
D

Instructional objectives:

To assist the students' ability to explain how every individual has dignity and worth in some special way.

Materials:

Areas to facilitate large group discussion and team interviews.

Evaluation:

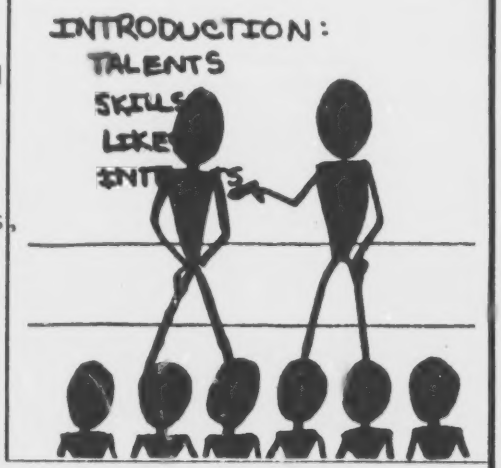
The information shared as each student introduces another student will indicate that the instructional objective has been understood.

Adaptations:

More than one time segment might be taken to complete the activity.

Procedure:

1. Teacher leads a discussion on how every individual has dignity and worth and is special in some way.
2. The students brainstorm categories which express individuality in themselves and others, i.e. talents, skills, likes, dislikes, interests, etc.
3. Students are paired together in teams and are instructed to interview one another, following the guidelines of the categorical headings.
4. Each student should be able to verbalize at least five ways their teammate expresses individuality which develops dignity and self-worth.
5. Each student introduces his/her team member to the class sharing the information gathered from the interviews.



Skills: Elementary - Social Studies

300-850
300-853
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss the values, traditions, and customs they have learned from their families. (403)(P,V)

Title: Elementary - Social Studies
Sharing Values, Customs & Traditions

Topic: Anthropology

Time segment: Teacher discretion

300-201 (403)(P,V)
D

Instructional objectives:

To assist the students' ability to discuss values, traditions, and customs they have learned from their families.

Materials:

A time schedule for student sharing.

Evaluation:

The student will demonstrate the understanding of the instructional goal by responding logically in the group discussion, and sharing an applicable item with the class.

Adaptations:

Some of the parents might be invited to class to talk about their child's talents.

Procedure:

1. The teacher leads a discussion on what values, traditions and customs are learned from family members.
2. The students brainstorm possible items or examples that demonstrate family values, traditions, and customs.
3. Each student is given the outside assignment of discussing and evaluating with their parents what item in their home could be taken to class and shared that shows family values, traditions, and customs.
4. The teacher schedules a time class members share their example, and briefly explain the value, tradition and custom represented.

Skills: Elementary - Social Studies

300-825
300-850
300-854
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will compare their way of life with that of children of another culture. (408)(I)

Title: Elementary - Social Studies
Comparing Cultures

Topic: Anthropology

Time segment: Teacher Discretion

300-202 (408)(I)
D

Instructional objectives:

To facilitate the students' ability to compare their way of life with that of children of another culture.

Materials:

A variety of visual aids, i.e., pictures, filmstrips, movies, picture books, etc., depicting children of other cultures.

Evaluation:

The students will verbalize their understanding of the instructional objective in the debriefing discussion.

Adaptations:

Children representing different cultures within the room or school could be invited to speak to the class about their culture.

Procedure:

1. The teacher arranges for visual aids illustrating lifestyles of children of other cultures appropriate to grade level.
2. The number of visual aids used for comparison is at teacher discretion.
3. Each culture presented is then debriefed in a class discussion, comparing the cultures presented with the student's own culture.
4. If students have access to picture books depicting other cultures, they are encouraged to bring them to class for the teacher to read and share with the rest of the class.
5. The teacher encourages the students to search for books that are on their interest level.

Skills: Elementary - Social Studies

300-828
300-850
300-852
300-875

Evaluation and comments on activity:

Students:

Teacher:

The students will categorize the grouping of people through similarities and differences. (408)(V)

Title: Elementary - Social Studies
Peoples' Similarities & Differences

Topic: Sociology

Time segment: Teacher Discreition

300-301 (408)(V) D

Instructional objectives:

To facilitate the students ability to categorize the grouping of people through similarities and differences.

Materials:

1. Pictures in set of three that display people in different settings and circumstances.
2. An area large enough to facilitate the group sitting in a circle.

Evaluation:

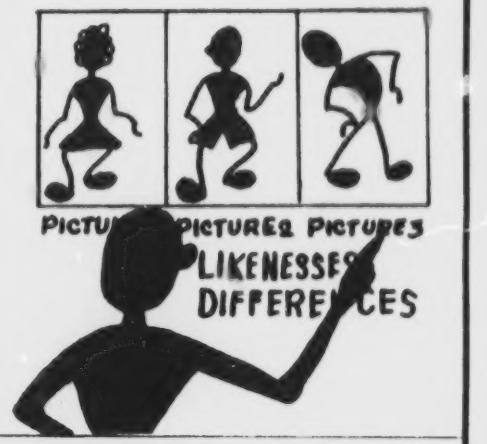
The student's response to questions asked during class discussion and playing of the game, indicate an awareness of how groups of people can have similarities and differences.

Adaptations:

Parents of children from varied cultures could come to class and discuss the similarities and differences of their cultural setting to others within the community.

Procedure:

1. The teacher selects pictures from the Media Center or a personal collection, that display people in different settings and circumstances.
2. The teacher places three of these pictures before the class one at a time.
3. The class is instructed to analyze each picture carefully.
4. The teacher asks the students to identify specific similarities and differences discovered in the illustrations.



5. The teacher needs to encourage the comparison on the three pictures, i.e. "Two of the people pictured are girls. That is a similarity. The other person is a boy. That's a difference."
6. The students are told to listen to the teacher's directions carefully, and respond with the appropriate request.
7. If the students are not sitting in a circle formation already, they are now instructed to do so.
8. The teacher begins the activity by telling the students that they will state several possible likenesses and give instructions for various actions, i.e. "If you like watermellon, scratch your nose until directed to stop. If you don't like watermellon clap your hands quietly until directed to stop."
9. The students are encouraged to evaluate the groups' responses, determining those with similar likes and dislikes.
10. The teacher continues the activity creating other likes and dislikes to be represented by a variety of actions.

Skills: Elementary - Social Studies

300-852
300-853
300-875
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss what they have learned from others. (401)

Title: Elementary - Social Studies
Skills Learned From Others

Topic: Sociology

Time segment: Teacher Discretion

300-302 (401)

D

Instructional objectives:

To facilitate the students' ability to discuss what they have learned from others.

Materials:

An area appropriate for conducting the activity.

Evaluation:

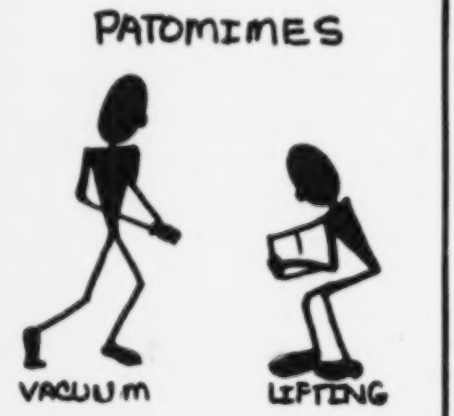
The students' selections of skills to pantomime indicate an awareness that skills can be learned from other people.

Adaptations:

Students might verbalize as well as pantomime if the occasion is more appropriate.

Procedure:

1. The teacher conducts a brainstorming discussion on things that can be learned from others.
2. The teacher asks for student volunteers to pantomime brainstormed responses.
3. The teacher encourages volunteers to use large, visible body movements in the mime, and asks for more than one example mime for the skill being demonstrated. This will facilitate the students' awareness of a variety in expression.
4. The teacher divides the class into two equal groups facing each other approximately five to seven feet apart.
5. One group stands in a straight line facing the other group.
6. The teacher asks the standing group to mime something they have learned from a specific family member.
7. The standing group members begin their movement upon teacher instruction.
8. They continue miming while the seated group quietly observes mimes.
9. Upon teacher instruction, the miming group members freeze, holding their position.
10. The seated group members by raise of hand and teacher recognition only, identify a specific skill mimed by a specific student, i.e. "I think John learned to swim." If the assumption is correct, the mimer sits down in place.
11. When all miming group members are forecasted correctly, the roles change for each group.



Skills: Elementary - Social Studies

300-850
300-851
300-852
300-853
300-854
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will list the different kinds of groups to which they belong. (404)

Title: Elementary - Social Studies
Belonging - Picture Hunt

Topic: Sociology

Time segment: One Time Segment

300-303 (404)

D

Instructional objectives:

To facilitate the students' ability to identify and list the different kinds of groups to which they belong.

Materials:

1. Several pictures depicting a variety of groups of people.
2. A bulletin board area divided into three sections.
3. Old magazines for cutting up.

Evaluation:

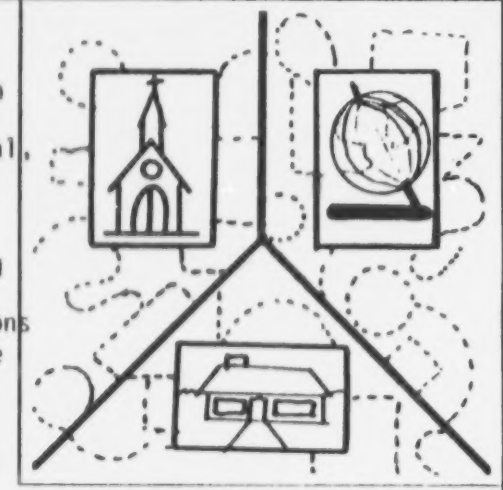
The students are able to select illustrations of groups they belong to in each of the categories discussed.

Adaptations:

Students might bring examples from home, illustrating groups to which they belong.

Procedure:

1. The teacher conducts a discussion on the different kinds of groups to which children belong, defining the general categories of geographical, (universe to community) social, (family to community organizations) and skills (interest to lessons).



2. The teacher displays a picture illustrating one of the categories, and the students brainstorm all possible group classifications to which that would belong; i.e., a picture of children engaged in a sports would be engaged in the category of skills.
3. The same procedure is followed for the remaining categories.
4. The teacher divides a bulletin area into thirds, and posts one of the pictures to generate brainstorming in each of the three areas.
5. Using old magazines, the students go on a picture hunt for illustrations that fit in the three categories, sharing the magazines.
6. After locating and cutting out an illustration, the student identifies which of the three categories their picture respresents, and it is posted on the bulletin board.

Skills: Elementary - Social Studies

300-804
300-825
300-828
300-852

Evaluation and comments on activity:

Students:

Teacher:

The students will describe and compare different homes, schools, and neighborhoods. (103)(v)

Title: Elementary - Social Studies
Comparing Homes, Schools and Neighborhoods

Topic: Geography

Time segment: Teacher Discretion

300-401 (103)(V)
D

Instructional objectives:

To facilitate the students in being able to describe and compare different homes, schools, and neighborhoods.

Materials:

Several pictures illustrating a variety of (a) homes, (b) schools and (c) neighborhoods.

Evaluation:

The student is able to describe and compare different homes, schools, and neighborhoods by verbalizing specific information.

Adaptations:

In groups, students might name models of homes, schools, and neighborhoods using cardboard, clay, etc.

Procedure:

1. Using pictures from a media center or from a personal collection, the teacher selects examples of different homes, schools, and neighborhoods.

2. The pictures of different homes are displayed before the students and they are directed to take turns to identify and verbalize the similarities and differences they observe.

3. The same procedure is followed for the other groupings of pictures.

4. At the conclusion of this activity, students are asked to describe their own homes and/or schools, and /or neighborhoods and compare them with those depicted in the illistrations discussed earlier.

5. The students should be encouraged to mention specific similarities and differences observed in this debriefing discussion.

Skills: Elementary - Social Studies

300-829
300-850
300-852
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss ways people adapt clothing and activities to changing climatic conditions. (105)

Title: Elementary - Social Studies
"Tis the Season To ..."

Topic: Geography

Time segment: Teacher Discretion

300-402 (105)

D

Instructional objectives:

To facilitate the students' ability to discuss ways people adapt clothing and activities to changing climatic conditions.

Materials:

1. A bulletin board area divided into three sections.
2. Labels for the following:
   a. Winter, b. Spring and Fall, c. Summer
3. An appropriate symbol for each seasonal category label.
4. Art media for each student to produce a picture to be used in grouping for the "Tis The Season..." bulletin board.

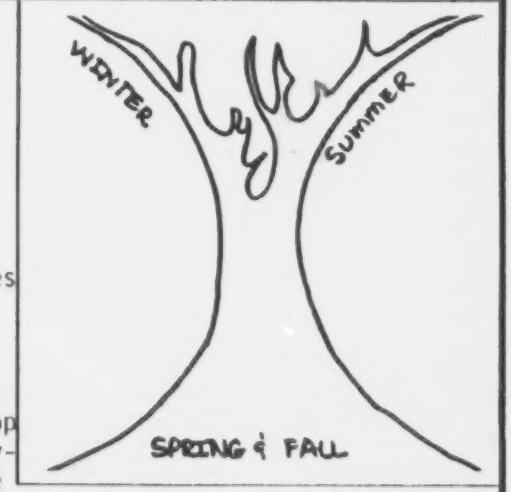
Evaluation:

The students will demonstrate their understanding of the instructional goal by drawing an applicable self-portrait for the seasonal bulletin board.

Adaptations:

Have individuals do the activity rather than in groups.

Procedure:



1. The teacher prepares a bulletin board area in three sections. The three sections are labeled with three seasonal names and an appropriate symbol for each, (a) Winter (b) Spring and Fall (c) Summer.
2. The teacher leads a brainstorming session to discuss the different types of activities people engage in during these seasons, categorizing on the bulletin board the different types of clothing worn.
3. The students should be encouraged to develop their divergent thinking skills by identifying a variety of activities and appropriate clothing for each category.
4. The students are divided into three groups. Each group is assigned one of the seasonal categories.
5. The students using art media and equipment in the classroom, produce a picture of themselves engaged in a seasonal activity and wearing appropriate clothing for that activity.
6. The groups are directed to have each individual member illustrate a different activity. The group members will need to discuss their choices with others to make sure there is no duplication before they begin their self portrait.
7. The completed figures are then cut out and arranged in a grouping in the applicable section of the bulletin board.

Skills: Elementary - Social Studies

300-805
300-827
300-828
300-852
300-853
300-854

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss how special events are celebrated through various national holidays. (408)(V)

Title: Elementary - Social Studies
Holidays are Special Events

Topic: History

Time segment: Teacher Discretion

300-501 (408)(V)

D

Instructional objectives:

To facilitate the students' ability to discuss how special events are celebrated through various national holidays.

Materials:

1. A large, permanent bulletin board space to be used as a monthly calendar.
2. Yarn or strips of paper to divide the bulletin board area into 35 equal rectangular sections.
3. Art paper prepared in the dimensions of the rectangular sections of the calendar bulletin board.

Evaluation:

The student demonstrates his/her understanding of the instructional goal, by creating an applicable illustration to be used on a class calendar bulletin board.

Adaptations:

Students can create their own calendar and "draw" their own events each month.

Procedure:

1. The teacher prepares a calendar board area in the largest space available.
2. The area is sectioned into five horizontal rows and seven vertical columns, using yarn or strips of construction paper, etc., producing 35 rectangles. The size of the rectangles must be equal, but the width and length will depend on the over-all size of the bulletin board space being used for the calendar.
3. Art paper is prepared within dimensions of the rectangles.
4. Numbers for daily dates are prepared for placement in the upper right hand corner of each rectangle.
5. The teacher introduces the special events of the coming month, using audio visual and class discussion.
6. Each student is given a pre-cut art paper rectangle. Using art media and equipment available, the students draw a picture illustrating the month's events discussed.
7. According to teacher discretion, a specific theme can be used for the pictures.
8. Those students completing their pictures first, can be asked to draw an additional illustration if needed to complete the calendar.
9. One picture per rectangle is placed in the calendar triangles and the date is placed in the top right hand corner.
10. Each month's calendar is labeled and created following the same procedure.

Skills: Elementary - Social Studies

300-850
300-852
300-875
300-876

Materials - Continued

4. Numbers to be used as daily dates.
5. Visual aids for monthly holidays or special events.
6. Art media for creating appropriate pictures.

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss ways that various cultures celebrate their own holidays. (408)(V)

Title: Elementary - Social Studies
Holiday Book

Topic: History

Time segment: Teacher Discretion

300-502 (408)(V)

D

Instructional objectives:

To facilitate students' ability to discuss ways that various cultures celebrate their own holidays.

Materials:

1. A reference/s listing holidays celebrated by various cultures.
2. Media depicting how other cultures celebrate their own holidays.
3. Simple captions for discussed holidays to be written on chalkboard or posted in the classroom.
4. Individual activity sheet if personal holiday books are to be made or chart paper if a classroom book is to be made.

Evaluation:

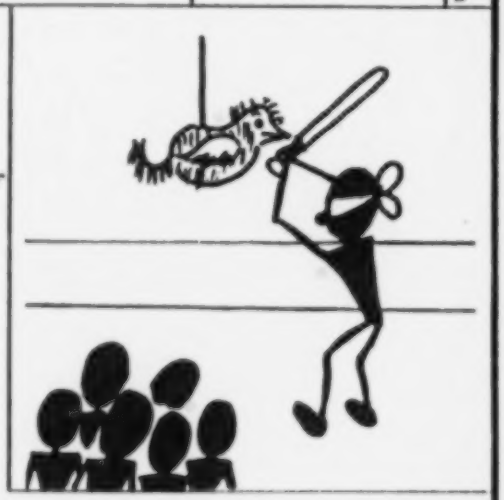
The students demonstrate their understanding of the instructional objective, by preparing an individual or class illustration depicting how holidays are celebrated in various cultures.

Adaptations:

Illustrations could be used on the calendar bulletin board developed in Activity 300-501.

Procedure:

1. The teacher obtains a reference, listing holidays of various cultures, i.e., February 5th, Chinese New Year.
2. According to teacher discretion and teacher media, how holidays of different cultures are celebrated, is presented to the students.
3. These cultural holidays could be incorporated into the class calendar.
4. The teacher writes simple captions for discussed holidays on the board to be copied by the students on to a prepared activity sheet or class chart.



5. The caption is then illustrated by the student and kept in a class or individual "Holiday Book."
6. This activity develops the students' reading and writing readiness skills.

Skills: Elementary - Social Studies

300-825
300-852
300-875
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss their personnel histories - past and present and formulate future goals. (204)(V)

Title: Elementary - Social Studies
Personal History Time Line

Topic: History.

Time segment: Teacher Discretion

300-503 (204)(V)

D

Instructional objectives:

To enable students to discuss their personal histories, past and present, and formulate future goals.

Materials:

1. A "Personal History Time Line" Activity Sheet for each class member.
2. Classroom bulletin board area for displaying completed activity sheets.

Evaluation:

The students demonstrate their understanding by supplying specific data on the activity sheet and drawing applicable illustrations.

Adaptations:

Student could take these time lines home and have their parents help them complete it.

Procedure:

1. The teacher leads a brainstorming session and possible student goals for their future.
2. The teacher distributes a "Personal History Time Line" Activity Sheet, to each class member.
3. The students fill in each date on the time line with applicable data and draws an illustration of themselves at each of these developmental stages in their lives.
4. The "Personal History Time Lines" are displayed on a classroom bulletin area.

Skills: Elementary - Social Studies

300-852
300-854
300-875

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Personal History Time Line	**Topic:** History	Student Activity Sheet	300-503 (204)(V) D

DATE I WAS BORN _____

_____

76

THE YEAR I AM IN

KINDERGARTEN _____

MYSELF AT AGE _____

_____

77

The students will list common basic resources. (808)(P)

Title: Elementary - Social Studies Resource Search

Topic: Economics

Time segment: One Time Segment

300-601 (808)(P) D

Instructional objectives:

To assist the student in being able to list common basic resources.

Materials:

1. Bulletin area.
2. Large oval pieces of paper (3 to 4) that will each depict a different natural resource.
3. String, yarn or strips of paper to be used for webbing articles and/or pictures to the oval centers on the bulletin board.

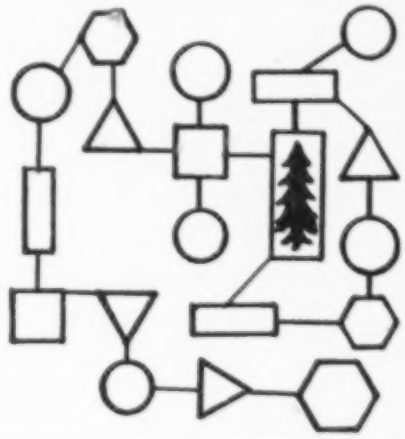
Evaluation:

The students indicate their awareness of common natural resources and their relationships, by bringing real and/or pictures of applicable items to use on the Resource Relationship Bulletin Board.

Adaptations:

The activity might conclude with Step #6.

Procedure:



1. The teacher conducts a discussion on the meaning of resources.
2. The teacher names an object in the room, such as a pencil. The students then are asked to identify the natural resource the item came from (trees), and to forecast how man was involved in the production of the item (lumber company, pencil manufacturer).
3. The teacher should continue with this identifying activity until there is sufficent evidence that students are aware of the relationships and identities of resources.
4. This is a high-level thinking skill and may need many examples , or more than one time segment.
5. The teacher prepares a bulletin area featuring natural resources in a large oval center as illustrated above.
6. The students are asked to conduct a Resource Search for items made from the natural resources featured on the bulletin. The items maybe real or in picture form.
7. The items are webbed, using yarn or construction paper strips, around the resource to assist students to understand relationships of common basic resources.

Skills: Elementary - Social Studies

300-850
300-853
300-875

Evaluation and comments on activity:

Students:

Teacher:

The students will identify at least one reason why people work. (806)(C)(V)

Title: Elementary - Social Studies
Why People Work

Topic: Economics

Time segment: Two Time Segments

300-602 (806)(C,V)
D

Instructional objectives:

To assist students in identifying reasons why people work.

Materials:

Area large enough to facilitate activity.

Evaluation:

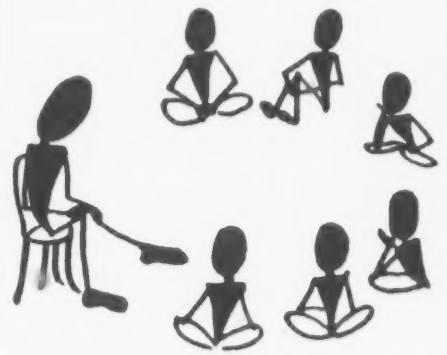
Students can discuss reasons why people work through a simple survey and class participation.

Adaptations:

Students might write the two items on a sheet of paper and give it to the teacher to read aloud while someone tallies the responses (even repeats) on the board.

Procedure:

1. The teacher assigns students to conduct a simple interview with a working adult.
2. Each student's task will be to learn at least two reasons why people work.
3. On the assigned time when student surveys have been completed, the teacher arranges the class in a circle.
4. The students are instructed to listen carefully as each student in the circle, in turn, identifies one reason why people work.
5. No reason may be repeated, and if repetition occurs, the game has a new beginning in which ideas that were heard may be restated, but not repeated.
6. The object of the game is to go full circle with no repetitions.



Skills: Elementary - Social Studies

300-850
300-852
300-875

Evaluation and comments on activity:

Students:

Teacher:

The students will explain why all of the wants of individuals are never satisfied. (605)(V)

Title: Elementary - Social Studies
Musical Wants

Topic: Economics

Time segment: One Time Segment

300-603 (605)(V) D

Instructional objectives:

To assist students' understanding of how the wants of individuals are never satisfied.

Materials:

1. Music
2. Area large enough to facilitate the activity.
3. Pictures of students wants.

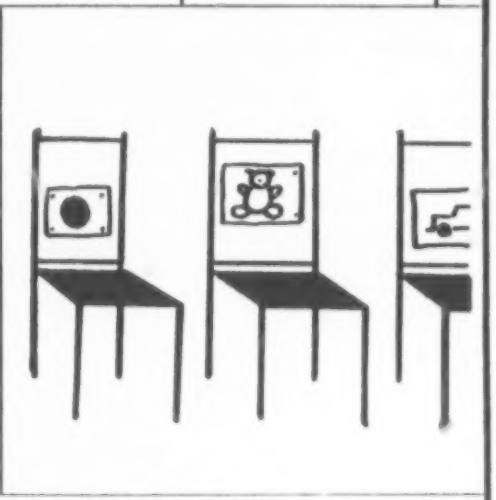
Evaluation:

The student can explain why all wants of individuals are never satisfied.

Adaptations:

Procedure:

1. The teacher, with students assistance, compiles a collection of pictures which illustrate items that are desired by children of this age level.
2. The illustrations need to be large and uncluttered by detail so students can easily and quickly identify the items.
3. The teacher arranges chairs numbering one less than classroom enrollment.
4. The pictures of wanted items are masking taped securely to the chair where it is readily visibile.



5. This activity is modeled after Musical Chairs.
6. The students are instructed to march in a line around the chair formation. No student can leave the line until the music stops.
7. The students proceed around the chair formation, searching for a picture that illustrates what they want the most.
8. When the music stops, all children move quickly, but carefully, to the chair picturing their favorite item. If the chair is already occupied, alternate choices must be made.
9. The student left standing at the end of each round may select the chair picturing his/her favorite want from the formation. The student takes it to a pre-designated spot and sits on it to quickly watch the game continue.
10. The game continues as long as student interest is high.

Skills: Elementary - Social Studies

300-825
300-827
300-853

Evaluation and comments on activity:

Students:

Teacher:

11. The activity is debriefed by discussing why all of the wants of the students were never satisfied, and why alternative choices were made.

The students will discuss why parents choose many types of jobs and how their choice effects how the family lives. (806)(P,V)

Title: Elementary - Social Studies
Types and Effects of Jobs

Topic: Economics

Time segment: One Time Segment

300-604 (806)(P.V)
D

Instructional objectives:

To assist students in discussing why parents choose many types of jobs and how their choices effect how the family lives.

Materials:

Area for group discussion.

Evaluation:

The student can discuss why parents choose many types of jobs and how their choice effects how the family lives.

Adaptations:

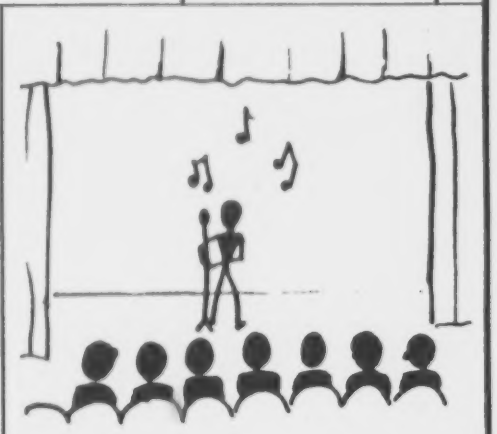
Students might expand their list to include all occupations in the community beyond that of their own parents.

Procedure:

1. The teacher conducts a class survey on parents' occupations and lists the responses on the board.

2. After all job types have been listed and tallied, the teacher specifies one occupation at a time and asks students to forecast possible effects these job choices have on family lives.

3. The teacher should encourage students to think beyond basic family needs of food, clothing and shelter to special benefits of job choices, i.e., travel, entertainment, company car, etc.



Skills: Elementary - Social Studies

300-828
300-850
300-854

Evaluation and comments on activity:

Students:

Teacher:

The students will identify the occupations of the school staff and evaluate their duties. (804)(C)

Title: Elementary - Social Studies
Skills Needed For Occupations

Topic: Economics

Time segment: Two Time Segments

300-605 (804)(C)
D

Instructional objectives:

To assist students in identifying the occupations of the school staff and evaluate their duties.

Materials:

1. Five to six parent volunteers.
2. School staff members to interview.
3. Parent volunteers.

Evaluation:

The students can identify the occupations of the school staff and evaluate their duties.

Adaptations:

Procedure:

1. The teacher arranges for 5-6 parent volunteers to assist in this activity.
2. The teacher also arranges for an observation and interview time with the following school staff members: principal, secretary, librarian, lunchroom workers, maintenance engineer, etc.
3. Students are divided into groups of five to six members, and assigned to observe and interview one of the above school staff members.
4. At the pre-arranged time, a parent volunteer accompanies each group on the designated interview.
5. It is suggested that the parent volunteer take notes on what students observe and learn from the interview.
6. The group returns to the classroom and with the assistance of the parent helper's notes, a specific fact about the worker interviewed is assigned to each student to report. The student then draws an illustration about the assigned fact to show to the class as he/she participates in the group report.

Skills: Elementary - Social Studies

300-853
300-875
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will formulate classroom rules with other class members. (402)

Title: Elementary - Social Studies
Your Play Area Rules

Topic: Political Science

Time segment: Teacher Discretion

300-701 (402)

D

Instructional objectives:

To assist students in formulating classroom rules with other class members.

Materials:

1. Teacher creates a student play area.
2. Chart paper for illustrated rules.

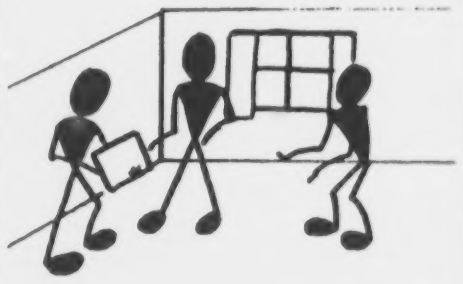
Evaluation:

The student can formulate classroom rules with other class members.

Adaptations:

Procedure:

1. The teacher creates a play area located apart from the area where instruction takes place.
2. The play area should focus on one form of play only, such as a playhouse.
3. The teacher allows students to flow in and out of the play area freely and randomly, seemingly unaware of behavior and attitudes.
4. When a situation arises in the play area that can be used as a class learning experience stressing the need for rules, the teacher conducts a large group evaluation.



5. The discussion should center on positive behavior of students while in the play area, giving specific examples, i.e., Jane picked up after herself. Tom and Jenefer took turns.
6. Students now need to focus on problems in the play area and have a creative problem solving session.
7. If a student doesn't mention the need for rules in the play area as a solution, the teacher does.
8. The students should brainstorm possible rules for the play area that would alleviate problems.
9. The students and teacher evaluate the suggested rules. (Teacher takes notes on suggested rules during discussion to refer to during evaluation.)
10. The students select the most helpful rules for the play area.
11. The rules can be illustrated and simply labeled by the teacher or an older art student.
12. The illustrated rules chart is posted in the play area.

Skills: Elementary - Social Studies

300-825
300-828
300-853
300-876
300-877

Evaluation and comments on activity:

Students:

Teacher:

The students will explain why rules are important.
(402)(V)

Title: Elementary - Social Studies
Evaluate The Play Area Rules

Topic: Political Science

Time segment: Teacher Discretion

300-702 (402)(V)
D

Instructional objectives:

To assist students in explaining why rules are important.

Materials:

1. Play area developed in Activity 300-701.
2. Chart of illustrated rules created in Activity 300-701.

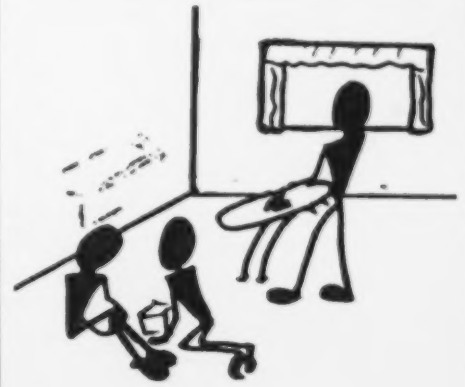
Evaluation:

The students can explain why rules are important.

Adaptations:

Procedure:

1. After the rules chart developed in Activity 300-701 has been in place for an adequate amount of time, a large group evaluation discussion takes place.
2. This should not be done until all students have been in the play area governed by their rules, at least once.
3. The students now compare their experiences in the play area without the rules and with rules.
4. The students should be given the opportunity to explain why rules are important.
5. If any play area rule has proved unworkable, for the majority of students, the rule should be rewritten or eliminated.
6. If any important rules have been left out, they should now be added.



Skills: Elementary - Social Studies

300-850
300-853
300-877

Evaluation and comments on activity:

Students:

Teacher:

The students will explain why authority is important.
(402)(V)

Title: Elementary - Social Studies
Why Authority?

Topic: Political Science

Time segment: Teacher Discretion

300-703

D

Instructional objectives:

To assist students in explaining why authority is important.

Materials:

1. Play area developed in Activity 300-701.
2. Teacher log.

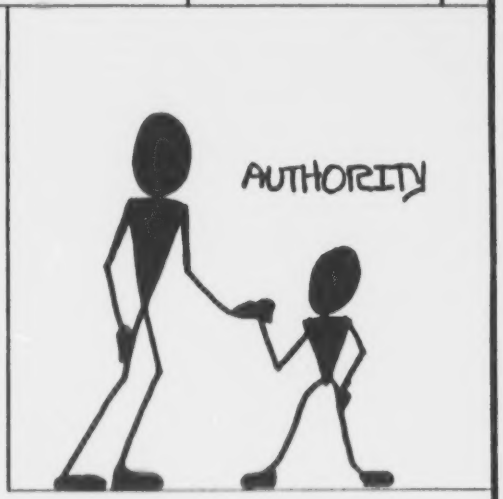
Evaluation:

The students can explain why authority is important.

Adaptations:

Procedure:

1. The teacher keeps a play area log, recording briefly all instances when his/her assistance has been asked for in the play area.
2. When several instances have been recorded, a large group evaluation session is held.
3. The teacher shares experiences from his/her play area log, asking why his/her help was needed.
4. The end result of the discussion should be that students can explain why authority is important.



Skills: Elementary - Social Studies

300-850
300-854
300-876

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss their individual rights and responsibilities. (406) (P,V)

Title: Elementary - Social Studies
Role Playing Behavior

Topic: Political Science

Time segment: Teacher Discretion

300-704 (406)(P,V)
D

Instructional objectives:

To assist students in discussing Their individual rights and responsibilities.

Materials:

1. Play area developed in Activity 300-701.
2. Teacher's log.

Evaluation:

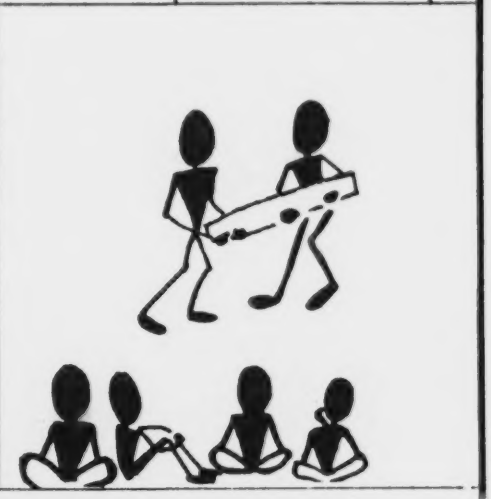
The students can explain their individual rights through role playing and discussion.

Adaptations:

Students might respond to additional examples of responsibility not related to the play area that illustrate responsibilities and role play them, or simply discuss them.

Procedure:

1. The teacher records beiefly in her play area log examples of positive behavior, which go beyond following the student developed rules and the names of students involved.
2. After several examples have been recorded, the teacher gathers the students into a space from which the play area is easily visible.
3. Referring to the log, the teacher selects the incident for role playing which the teacher feels will help other students feel the most comfortable role playing.



4. The behavior and the student involved is stated by the teacher, i.e., "I saw Johnnie helping laura put her materials away."
5. The students mentioned, are then asked to role play the example.
6. After the examples from the log are role played, the question is asked, "Did Johnnie have to help Laura put away her materials?" "Is it one of our play area rules?"
7. This discussion assists the students in concluding individual rights and responsibility are not always governed.

Skills: Elementary - Social Studies

300-826
300-876
300-827

Evaluation and comments on activity:

Students:

Teacher:

The students will follow established rules and accept responsibility for their own behavior as appropriate to students at the zero level. (401) (V)

Title: Elementary - Social Studies Responsibility

Topic: Political Science

Time segment: Teacher Discretion

300-705 (401)(V)

D

Instructional objectives:

To assist students in following established classroom rules and accept responsiblility for their own behavior.

Materials:

1. Play area created in 300-701.
2. Experiences from activities 701, 702, 703 and 704.

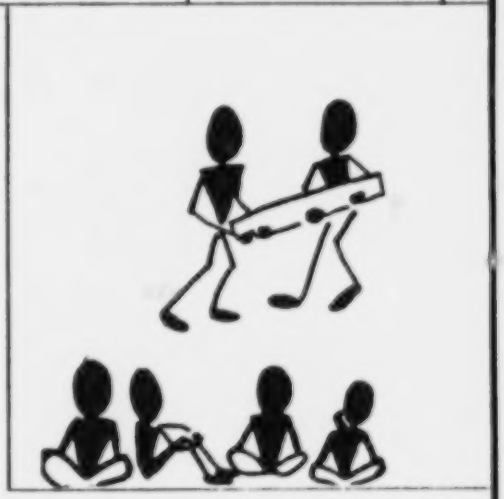
Evaluation:

The students can follow the established rules and accept responsibility for their own behavior in the classroom play area.

Adaptations:

Procedure:

By being engaged in Activity 300-701 to 300-704, the students will follow established rules and accept responsibility for their own behavior as appropriate to this grade level.



Skills: Elementary - Social Studies

300-850
300-853
300-877

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss how rules help in protecting peoples' rights. (401) (V)

Title: Elementary - Social Studies
Student's Rights

Topic: Political Science

Time segment: Teacher Discretion

300-706 (401)(V)

D

Instructional objectives:

To assist students in understanding how rules help in protecting peoples' rights

Materials:

1. Play area.
2. Teacher's log.

Evaluation:

The students can discuss how rules help in protecting peoples' rights.

Adaptations:

Procedure:

1. The teacher records, in the play area log instances occurring that illustrate how rules help in protecting peoples' rights.
2. After the teacher has recorded sufficient examples of play area behavior, a large group discussion is held.
3. The teacher shares the examples of the above recorded behavior, but does not mention the names of students involved.
4. The class discusses what rule helped to protect a students' rights, and how.
5. The discussion continues until all examples have been used or until the students' remarks indicate the concept is understood.

Skills: Elementary - Social Studies

300-877
300-828
300-850

Evaluation and comments on activity:

Students:

Teacher:

The students will recite the Pledge of Allegiance.
(412) (V)

Title: Elementary - Social Studies
Pledge of Allegiance Round

Topic: Political Science

Time segment: Teacher Discretion

300-707 (402)

D

Instructional objectives:

To assist the students in reciting the Pledge of Allegiance.

Materials:

Tape of the Pledge of Allegiance.

Evaluation:

The student is able to recite the Pledge of Allegiance.

Adaptations:

Procedure:

1. The teacher records on a tape, the Pledge of Allegiance, stating it slowly, phrase by phrase, with pauses between phrases for class recitation.
2. The tape is played for the entire class several times with students reciting from memory during pauses.
3. The tape can be placed in a learning center for independent or small group review.
4. When the Pledge has been sufficiently memorized by the class members, the following activity can be played.

5. The students sit in a circle with the teacher in the middle.
6. The Pledge is recited, word by word and/or phrase by phrase, by individual students as directed, by a signal from the teacher.

Skills: Elementary - Social Studies

Evaluation and comments on activity:

Students:

Teacher:

The students will identify the globe as a model of the earth. (103)

Elementary Social Studies

TITLE: Earth and the Globe

TOPIC: Geographic Skills

TIME SEGMENT: 15 - 20 minutes

300-801 (103)

D

INSTRUCTIONAL OBJECTIVE:

The student will identify the globe as a model of the earth.

MATERIALS:

Resource materials from media center, encyclopedias, social studies, science, and geography books

Photographs of the earth taken from out in space

Globe

EVALUATION:

The students will verbalize that the globe is a model of the earth.

ADAPTATIONS:

The teacher may feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Students need to have established a background on shapes.

2. Read and study resource material on the shape of the earth and globe.

3. Show photographs or pictures of the earth taken from out in space.

4. Discuss the pictures with the class. What does it look like? What shape is it?

5. Show the globe to the students and discuss how the globe is like the pictures of the earth.

6. Discuss with the students that the globe is a small model of the earth.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will place the cardinal directions on the correct walls of the classroom. (104)

Elementary Social Studies

TITLE: Cardinal Directions

TOPIC: Geographic Skills

TIME SEGMENT: 15 - 20 minutes

300-802 (104)

D

INSTRUCTIONAL OBJECTIVE:

The student will place the cardinal directions on the correct walls of the classroom.

MATERIALS:

Four large printed cards containing the words: East, West, North, and South

Masking tape

EVALUATION:

The students will place the cardinal directions on the correct walls of the classroom.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Print the four cardinal directions on large cards, and place them on the proper walls around the classroom.

2. Familiarize the students with the terms. Have them stand and face north. Tell them which direction is opposite north, which hand is toward the east, and which hand is toward the west.

3. Pick out a few well-known objects in the classroom and let the students take turns deciding if they are north, south, east, or west.

4. Take down the cardinal direction cards from the walls. Let the students place them on the correct walls.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will use a globe to learn that there is more water than land on earth. (103)

Elementary Social Studies

TOPIC: Geography

300-803 (103)

D

TITLE: More Water on Earth

TIME SEGMENT: 15 - 20 minutes

INSTRUCTIONAL OBJECTIVE:

The students will use a globe to learn that there is more water than land on earth.

MATERIALS:

Globe
Resource materials, such as encyclopedias, social studies and geography books.
Colored maps of the world

EVALUATION:

The students will look at a globe and be able to verbalize that there is more water than land on earth.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Read and study resource materials on the globe.
2. Have a globe on display in the classroom. Allow the students to observe and touch the globe.
3. Show the students the globe. Discuss how the globe can help us learn about the earth. Help the students locate land and water. Compare what colors are used to represent land and water.
4. Help the students decide whether there is more land masses or water masses on the globe. Help them verbalize that there is more water on earth than land.
5. Play a game with the students using various maps showing the same land and water masses. Ask the students to point to land and water masses on the map.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will identify symbols used in the environment such as signs in the neighborhood and school. (102)

Elementary Social Studies

TITLE: Symbols in Neighborhood and School

TOPIC: Geographic Skills

TIME SEGMENT: Two hours

300-804 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify symbols used in the environment such as signs in the neighborhood and school.

MATERIALS:

Pictures of signs and symbols
Drawing paper
Crayons

EVALUATION:

During a walk in the neighborhood, students will identify symbols, such as signs, and communicate what those symbols mean.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. The teacher will need to become aquainted with the school and neighborhood surrounding it. Observe and become aquainted with the different symbols used to communicate something to the students. Examples are stop signs, one-way signs, school crossings, traffic lights, bus loading zone, no parking, exit and entrance signs, etc.

2. Locate pictures representing symbols to show students. Examples are Smokey the Bear, Woodsey the Owl, etc.

3. Take the students on a walk around the school and neighborhood. Help them to become aquainted with symbols and signs in their school and neighborhood. Point the signs out to the students.

4. Discuss the symbols or signs you found with the students. Talk about what they represented and what they are trying to communicate to people.

5. Show the pictures you found and discuss them with the class.

6. Explain to the students that sometimes we use symbols to tell us what to do or what not to do.

7. Have the students choose a sign they saw on their neighborhood walk and draw a picture of it. They should be able to explain what the sign means.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will discuss the concepts of summer, fall, winter, and spring. (104)

Elementary Social Studies	TOPIC: Geographic Skills	300-805 (104)
TITLE: The Seasons of the Year	TIME SEGMENT: 30 minutes	D

INSTRUCTIONAL OBJECTIVE:

The students will discuss the concepts of summer, fall, winter, and spring.

MATERIALS:

Globe
Flash light
World Book article on Seasons is an excellent teacher resource

EVALUATION:

Students will orally express concepts of summer, fall, winter and spring.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. This concept can best be illustrated by using a globe and a flash light. The changing seasons are caused by the changing position of the earth in relation to the sun.

2. Keep the rays of the flashlight constant. Also the tilt of the axis of the globe is constant. As the globe is moved around the flashlight, lead students to see how the direct amount of light varies on a given point.

3. In North America, summer occurs when the North Pole is tilted directly toward the sun.

4. Winter occurs in North America when the South Pole is tilted away from the sun.

5. Spring and autumn occur because of the in between positions.

6. Discuss with students the characteristics of each season:
   - Spring - warm days, cool nights
   - Summer - hot days, warm nights
   - Autumn - warm days, cool nights
   - Winter - cold days, cold nights

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will define the terms of day and night. (104)

Elementary Social Studies

TITLE: Day and Night

TOPIC: Geographic Skills

TIME SEGMENT: 15 - 20 minutes

300-806 (104) D

INSTRUCTIONAL OBJECTIVE:

The students will define the terms day and night.

MATERIALS:

Darkened room
Globe or ball
Flashlight or spotlight

EVALUATION:

The student will orally define the terms day and night.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Turn the classroom lights out. Ask the students what time of day the darkness reminds them of.

2. Establish that when the sun goes down in the evening, it becomes night time or dark.

3. Turn the classroom light back on. Ask the students what time of day does it remind you of when the lights came on? What time of day is it when the sun is up lighting the earth?

4. Discuss with the students some things they do when it is night or dark.

5. Discuss some of the things they might do during the day when the sun lights the earth.

6. Demonstrate and discuss what causes day and night.
   Use a globe or ball and a flashlight or spotlight to show how the sun shines on the earth and produces day and night. Because the earth or globe is round like a globe only half of it can be lighted at a time.

7. Establish that when the earth is lighted it is daytime. When it is dark it is night time.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____